

Aspira of New York Aspira of
America  **Aspira** Annual Report
1976-1977

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Foreword

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Aspira's mission is to foster leadership through education. Since its creation in 1961, Aspira has grown from a local educational community service agency to the largest and most respected agency meeting the needs of the Puerto Rican community. Aspira of America has associates in Illinois, New Jersey, New York, Pennsylvania and Puerto Rico as well as an office in Washington D.C. Last year alone, Aspira provided services to over 23,000 students through those Associates and their network of over one hundred clubs. Aspira has made substantial contributions to the educational, career and leadership development of an emerging generation of Puerto Rican and other Hispanic youths through diverse programs tailored to their specific needs, including remedial and tutorial support to enable them to achieve higher grades in school and better scores on college entrance examinations. Developing future leaders for our community is the main goal of Aspira. However, we recognize the immense job which still needs to be done so that our youth may achieve a quality of life on a parity basis with other citizens, and to that end, Aspira has past and present thrusts.

Last year's foreword introduced the process Aspira has been undergoing in terms of institutional self-analysis which was based on four pivotal parts:

- A. *Aspira Process:* The continuing strengthening and advancement of the traditional leadership goals, and related programs, that Aspira has been engaged in for the past seventeen years.
- B. *New Programs:* The expansion of Aspira's capacity to develop new services through the tapping of new national and local funding sources both from the public and private sectors.
- C. *Technical Assistance:* The delivering to Associates of technical assistance and services in professional, management, training, fund raising, proposal writing and other allied needs which will constantly improve the Associates' capacity to maintain and extend the quality of their services.
- D. *Research:* The collection, analysis and dissemination of information that will describe and explain the educational situation of Puerto Ricans and other Hispanics to their own community and to the rest of the nation.

The Contribution of the Aspira Process for 1976-77

During the past fiscal year, 23,700 students were assisted by Aspira's comprehensive service network through the club systems and individual self-motivated referral system. Eighty-five clubs were functioning with

a total membership of 3,404 students. A total of 2,240 students were placed in institutions of higher education in the United States and Puerto Rico. Also, 53 students were placed in medical schools and 349 were able to pursue allied health careers. The total placement of students in colleges, universities and other post-secondary institutions amounted to 2,642, thus topping last year's figures by twenty-five students. These figures should be seen against the general diminution of college attendance of the total population during the last five years, and especially, attendance to college by minority students. College and medical school placements went up, while placements in allied health careers went slightly down, mainly due to unforeseen circumstances with the program in Aspira of Pennsylvania. All in all, the vigor of the club system and the seeking of Aspira services by self-motivated Hispanic students is clearly noticeable from the above statistics. However, it should be noticed that it took a higher number of intakes and a more massive caseload to accomplish the task. Undoubtedly, this is a reflection of the lower number of students seeking a college education nationally.

Apart from the ongoing programmatic thrust, the institutional self-analysis came to a bench-mark during the year—the transformation of the concept represents much more than a change of terminology. It recognizes the unique situation of each Associate and its need to develop programs that will respond to

its own social context. On the other hand, it also affirms the validity of the shared common goals and aspirations.

Efforts to Provide Technical Assistance

During this year, a technical assistance unit was created to reinforce and supplement the efforts of the Associates in their on-going work. The unit provided assessment of programs of various Associates, proposal writing and other needed services. Two aspects of the work of this unit should be underlined. First, the planning, preparation and subsequent funding of a proposal to the Law Enforcement Assistance Administration that permitted the expansion of the club organization to six new cities, i.e., Waukegan in Illinois, Bethlehem in Pennsylvania, Carolina in Puerto Rico, Yonkers in New York and Jersey City and Hoboken in New Jersey. These extended services marked the first geographical expansion of Aspira in eight years.

The second most worthy accomplishment of the unit was the completion of the National Demonstration Project in Bilingual Counseling Aids. The project was funded for a two-year period. So far, we have been able to produce and disseminate to all Associates bilingual-bicultural materials such as a forty-minute film presentation entitled "Whatever Happened to?" which is geared to show Aspirantes an image of five successful college and university Aspirantes; and, "The Aspira Process," aimed at conveying to the audience—future Aspirantes, funding sources, parents, etc.—the organic nature of the Aspira experience. In addition, a series of manuals, record books, and television tapes were produced to stimulate student participation, counsel students, and facilitate production of visual aids for Associates, according to their needs.

The Year's Research Endeavours

As a result of the active support of the Ford Foundation, Aspira commissioned two new reports on the educational situation of Hispanics. These new reports will be added to the *Social factors in Educational Attainment among Puerto Ricans in U.S. Metropolitan Areas*, 1970, published in 1976. The first, entitled, *National, Regional, and District Population and Segregation Trends Among Hispanic Students, 1970-1976*, was delivered in draft form and at the moment is being edited for publication. The second, on the factors leading to completion of Ph.D. degrees for Hispanic candidates will be finished by the Fall of 1978.

A proposal establishing a task force of leading scholars to develop a comprehensive two-year research plan on educational issues affecting Puerto Ricans was submitted and funded by N.I.E. The plan seeks to map out, in a systematic fashion, the research problems affecting the educational situation and provide coordinates for guiding future research endeavors.

Advocacy and Civic Participation

Apart from its own institutional concerns, and recognizing the inter-relationship between its own work

and that of other civic-minded movements to advance the quality of life in our society, Aspira of America has been actively participating in the policy making and governance of the following institutions:

- Member of Steering Committee and Board of National Urban Coalition.
- Member of the Board of National Mental Health and Human Services Organizations (COSSMHO).
- Member of the Center for Applied Linguistics' Steering Committee to develop studies on the situation of Bilingual Education
- Member of the Advisory Board of Aspira Rockefeller National Fellowship Program.
- Voting Member of College Entrance Examination Board.
- Member of Advisory Board of ERIC Clearinghouse of Teachers College, Columbia University.
- Member of Education Association Resource Group on Dissemination of the National Institute of Education.
- Member Committee on Minorities in Engineering.
- Consultant to the technical development of small institutions, main office located in New York City.
- Chairman of the National Forum of Hispanic Organizations (La Raza).

At the Associates' level, the Executive Directors (or their representatives) participated in the following organizations among others:

Aspira of Illinois — Mr. Carmelo Rodríguez,
Executive Director
Member of Illinois' State Board of Education, appointed by the Governor
Chairman of Youth Manpower Area Planning Council, City of Chicago, appointed by the Mayor

Aspira of New Jersey — Ms. Grizel Ubarry,
Executive Director
Member of the Board of Trustees of the Statewide Health Coordinating Council, appointed by Governor
Chairperson of New Jersey Hispanic Annual Conference on Higher Education

Aspira of New York — Mr. Ernesto Loperena,
Executive Director
Member of the Mayor's Blue Ribbon Committee on Youth Services, appointed by the Mayor
Member of the Task Force on the New York City Crisis

Aspira of Pennsylvania — Mr. Israel Colón,
Executive Director
Chairman of Acción Puertorriqueña de Philadelphia
Member of Executive Committee of Mid-England Association for Educational Opportunities
Programs' Personnel

Aspira of Puerto Rico — Mrs. Hilda Maldonado,
Executive Director
First Vice President of Puerto Rican Association of
Social Workers
Member of the President's Committee for the
Handicapped

During the year, the expenses of the agency exceeded the \$3.3 million mark, representing a growth of 18% over the previous year. This growth left a \$39,465 overall deficit in the general operating fund of the total budget. The agency is confident the deficit will be eliminated in fiscal year 1976-77.

It still seems evident from national information *Aspira* possesses that the road to learning is not so open for us. We in *Aspira*, Hispanics and especially Puerto Ricans, have an obligation to understand the obstacles on the road, to help others understand those impediments and, jointly, to assist in their removal.

We need to understand much better the mechanisms through which poverty and migration impact upon our poor. We must know more about the prevailing patterns that segregate our students from other ethnic groups in school, etc. However, there are also many things we can do now and should not wait until we have a complete understanding of all issues involved. We must do the utmost, as a society, to alleviate poverty and its detrimental effects. We must prepare the migrants to cope with alien environments and learn to use them to their benefit.

The impact of our community upon educational institutions has not been strong enough to make the schools more responsive to our needs. Even in the cities where the mass of Hispanics is felt most, we need to use more sophisticated and readily available organizational techniques. We must come to a greater realization that we can make a difference, and we must go about making the difference. In this society, most educational programs do not solely spring from a sophisticated pedagogical analysis. Bilingual education programs, for example, have evolved through community pressures and the employment of such tools as

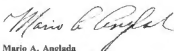
the law, political power, intervention of federal agencies and other pressure mechanisms. It is also critical to realize the importance of a budget in removing learning obstacles. We must learn more about using dollars for bringing about the programs our children need. As we must also be vigilant about the danger that those dollars and programs might become empty educational gestures. The parents of our school children must have input into those programs, and most critically, they must learn to monitor their application.

Here at *Aspira*, we use as one of our sources of inspirations the words of Don Quijote. To cite: Sancho Panza complained to Don Quijote about the many continuous hours they had spent on the road in search of adventure and actualization of their passion to set things on the right path. Sancho wanted to rest and suggested stopping at an inn along the way. Don Quijote turned to Sancho and told him to always remember that the road is better than the promise of rest provided by the comfort of the inn. "El camino es mejor que la posada."

In the context of the road to education this would mean that if we want to expand the road for our children, we ourselves must take that road and not allow fatigue to weaken our unrelenting efforts. We cannot afford a rest.



José Morales
Chairperson of
the Board of Directors
Aspira of America, Inc.



Mario A. Anglada
National Executive Director
Aspira of America, Inc.

Aspira of America, Inc.

I. Accomplishments for Fiscal Year 1976-1977

A. Technical Assistance

One can highlight these by pointing out that significant amounts of assistance have been delivered to the Associates in proposal writing, evaluating specific Associates programs, training of personnel, improving accounting procedures, planning for the training of boards, assisting in budget construction, delivering information from our Washington Fellowship office, producing manuals and other types of materials for students and other types of materials for students and counselors, etc. This is only a small beginning and more can be done if the National Office can have the resources to augment the delivery of these services.

- B. The most concrete accomplishment to date is the successful publication of the report on *Social Factors in Educational Attainment Among Puerto Ricans in the U.S. Metropolitan Areas, 1970*. The meaning of that report is being discussed at many levels of community and government agencies. The demand for copies is still felt. Funding for two more research pieces has been received from the Ford Foundation. Promising negotiations are in progress to secure funds for a comprehensive research plan. To this date, the National Institute of Education is ready to advise Aspira as to the size and other conditions of their grant. We already have in place, and ready to go, the structural components of that plan, i.e., the Advisory Committee, the Education Task Force and the Health Task Force. A proposal to Carnegie Corporation has been submitted and we are waiting for the National Institute of Education to give us their award letter in order to move and make specific negotiations with Carnegie. A third proposal to the National Institute of Health is being prepared.

C. Fund-Raising

A number of specific accomplishments can be pointed out in this area:

1. The Board has taken responsibility for awarding funds to Associates. As a result, the National Executive Director has proceeded to prepare a yearly timetable for fund allocation that is discussed with the Associates' Directors. Such arrangement will prevent any uncertainties the Association might have as to the amounts to be expected from the National Office and on what time basis.
2. Fund-raising information is being continuously shared among Associates and the National Office.
3. While the general operating budget of the National office went down in 1976, the fund-raising for general purposes went up that year: \$140,000 as contrasted with \$90,000 the year before. That figure represents the highest amount ever raised by the National Office in this category of funding.
4. The dollar distribution to Associates in funding allocations was assessed for the first time. Half of the available funds of the National Office were distributed to the Associates.
5. During 1976-77, the total budget of Aspira went up by a sizable amount, from \$2.3 million to \$3.8 millions. The 1976-77 audited report will tell the whole story as to the actual amounts received and expended (See P. 28).
6. An important accomplishment is the beginning of a shared consciousness of mutual needs and establishment of a continuous communication process in budget construction on the basis of national joint programs. On the other hand, this process has produced a clearer idea of Associates' needs and a better understanding of the cost of their programs.

Summary of Statistical Charts from Annual Reports
Fiscal Year 1976/77

| Associate | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|------------------------------|--------------|------------------------|----------------------|-----------------------|-----------------|---------------------------------|-----------------------------|
| Aspira of New York, Inc. | 1,749 | 5,547 | 788 | 28 | 1,278 | 26 | 118 |
| Aspira, Inc. of New Jersey | 1,628 | 3,082 | 392 | 16 | 515 | 6 | 57 |
| Aspira, Inc. of Illinois | 1,385 | 8,041 | 450 | 19 | 588 | 5 | 80 |
| Aspira, Inc. of Pennsylvania | 1,003 | 4,307 | 376 | 8 | 303 | 2 | 38 |
| Aspira, Inc. of Puerto Rico | 1,456 | 2,819 | 234 | 14 | 720 | 16 | 56 |
| Totals | 7,221 | 23,796 | 2,240 | 85 | 3,404 | 53 | 349 |

II. Programs' Update

A. Aspira Rockefeller National Fellowship Program in Education

The national office and all of us are still learning about this important area of leadership development. The program should be thought of as a developing one which must be receptive to transformations emanating from our changing circumstances and needs. On balance, the following attainments and changes have been made during the last year.

1. The number of Fellows was increased from 6 to 9 and the second group of Fellows graduated, bringing the total of graduates to 12.
2. In the light of Board approval, the selection procedures have been democratized to include Associates' direct input in the selection process and the opening of channels to improve the Fellows' responsiveness to Associates' needs.
3. The program was funded again by the Rockefeller Foundation until 1979, with an increase in funds of around 40%.
4. A Fellowship Coordinator's office was opened in Washington, signifying the first time that Aspira has a continuous representation in the federal capital.
5. The geographical area representing candidates tapped by our program was widened to include Hawaii and Puerto Rico.
6. The range of courses available was opened by Fordham University to respond to Fellows' needs and interests, including the doctoral level.

During the past year, the second group of six Fellows entered the program. They were placed in three different sites: four in Washington, one in a split placement between Washington and New York, and one in Boston. The Rockefeller Foundation increased its grant by fifty thousand

dollars, thus making it possible to add a number of needed features to the Fellowship experience. The most salient one was the creation of a Fellowship office in Washington which allowed for close monitoring of the Fellows' placement and increased interaction between Fellows and the National Coordinator. Other benefits and changes directed to the improvement of the program were:

1. The publication of a clearinghouse periodical: "Pitirre."
2. A workshop for the Board and Executive Directors on grantsmanship.
3. The creation of a contact point in Washington to assist Aspira in advancing proposals and obtaining information on federal procedures.



Research Task Force meeting — clockwise from left: Mr. Kal Wagenheim, Dr. Howard Stanton, Mr. Monte Pérez, Mr. Rafael Valdivieso, Mr. Mario Anglada, Dr. José Hernandez, Dr. Isaura Santiago, Dr. Angel Quintero (not in photo, Dr. Rosa Estades, Coordinator of the Task Force).

B. National Health Careers Program

The program has two components:

- The high school unit funded by a Public Health Service grant, and,
- the college unit, which is funded by the Robert Wood Johnson Foundation.

The following are their salient accomplishments:

1. The high school and college components have dramatically increased their placements in the last two years.
2. Re-funding was obtained with noticeable increments to allow for more personnel for the Associates.
3. We have secured assistance to organize a national association of Puerto Rican medical students.

The component funded by the Public Health Service Unit of HEW received a grant for its third consecutive year with no substantial modifications. As of this writing, all counseling positions are occupied and the program is functioning normally.

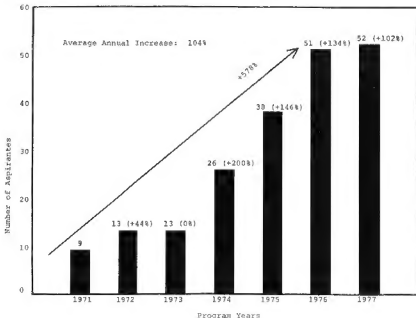
The component funded by the Robert Wood Johnson Foundation received a grant for an additional two years with an increased budget that will permit the program to add three full time positions in Philadelphia, Chicago, and Puerto Rico. All part-time counseling positions were changed to full-time. Additional monies were made available for the program to begin working with the students placed in medical schools through the establishment of a national association of Puerto Rican medical students.

In addition, funding was approved for working with medical schools that have not in the past accepted adequate number of mainland Puerto Ricans, with the aim of increasing Aspirantes enrolled in these schools. To help in this endeavor, a national association of Puerto Rican physicians will be set up.

C. National Demonstration Project

At the end of this fiscal year, the National Demonstration Project was in existence for its second and last year. The following bilingual-bicultural materials were produced in order to assist the counseling process:

THE NUMBER OF ASPIRANTES ANNUALLY PLACED IN AMERICAN MEDICAL AND DENTAL SCHOOLS



1. A forty-minute film presentation entitled, "What Ever Happened to?" This presentation is geared to show students an image of five successful Aspirantes in college and universities.
2. A thirty-minute film presentation entitled, "The Aspira Process." This presentation is aimed at conveying to the audience—future Aspirantes, funding sources, parents, etc.—the organic nature of the Aspira experience and at explaining the different programs.
3. Three bilingual manuals devoted to assist in the counseling process and to instruct the Aspirantes on preparing their own audio-visual materials.
4. A student record-book aimed at stimulating the student's participation in his/her own counseling process.
5. Television tapes of counseling sessions with Hispanic students.
6. Sets of transparencies, with accompanying audio tapes, showing the students how to fill applications for economic assistance, and other college requirements.

The Associates were provided with television equipment and other audiovisual machinery to show the developed materials and to facilitate their production of audiovisuals according to their needs.

D. National Scholarship Program

1977-1978 will be the last year for this program. During the past three years, the following number of students have received loans:

| | |
|----------------|--------------|
| 1974-75 | 38 Students |
| 1975-76 | 67 Students |
| 1976-77 | 41 Students |
| Total to date: | 146 Students |

III. Other Activities

A. Advocacy and Civic Involvement

The term advocacy is taken to mean in this context a set of activities that are aimed at advancing the interests of Aspira and/or the Puerto Rican community. Civic involvement means here: activities which are aimed at general participation in dealing with issues and solutions that cut across the interests of diverse groups, especially minorities, but are not necessarily unique to Puerto Ricans. Of course, often advocacy is a type of civic involvement and, conversely, civic involvement requires strong advocacy.

One third of the National Executive Director's time was utilized, in one form or another, in civic functions and advocacy. This report can do no more than to give a sampling of the variety of these kinds of tasks.

At the beginning of his tenure, the National Executive Director was involved in bilingual litigation with Aspira of Pennsylvania's case in which Aspira of America is Co-plaintiff. A possible consent decree was drawn up with the participation of the National office. The decree was turned down by Philadelphia's Board of Education. However, at this moment, we are ready to go to trial for appeal.

The National Executive Director spent two days in Puerto Rico with Executive Directors of Puerto Rico and New York, and two Board members, presenting the case to the legislature of the island for granting funds to these two Associates. Despite our efforts, the legislature approved only \$25,000 for Aspira of Puerto Rico.

Together with a coalition of groups of Chicanos and Cubans, the National Executive Director met with Secretary of Labor Marshall to discuss the relatively low participation of Hispanics in programs of the Labor Department. The Secretary discussed this issue with us for two hours and agreed to continue meeting at regular intervals.

B. Research

It has been possible to finish two research reports and another one is under way, to be completed by the Fall of 1978.

A portion of a comprehensive research plan has been submitted for funding to Carnegie and to the National Institution of Education. The plan's other part, a health task force, is waiting for the two-thirds funding before submittal to NIH. By the start of our next fiscal year, we will have definite word from Carnegie and NIE.

An important development to be highlighted in a report of this nature has been the total commitment shown by the advisory committee of this project, the committee is composed of 27 experts in research, from the U.S.A. and Puerto Rico. The group was carefully assembled so that one-fourth of it represents several ethnic groups.

The impact that the publication of the *Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970*, has had upon the federal bureaucracy, universities, foundations and corporations has been remarkable. A meeting was held between Aspira and the Assistant Secretary of Education

Dr. Mary Berry in order to explore solutions to the issues raised by the report and to examine the information that is being generated at this time by two other pieces of research that are under preparation. President Carter was responsible for the request that this meeting be held between Aspira and the Assistant Secretary. As a result of the meeting, Dr. Berry offered to assist us on the following:

- A. Our efforts to develop a research plan.
- B. Development of objective criteria to evaluate the success or failure of the myriad of existing bilingual programs.
- C. Commitment to employ more Puerto Ricans at a policy making level of the Office of Education.
- D. General commitment to assist in the improvement of the dismal educational situation of continental Puerto Ricans.

C. Technical Assistance Unit

By putting together all our personnel, a recognizable amount of technical assistance has been delivered to the Associates. The following field assistance was delivered:

1. A three-day assessment of the total operation in Philadelphia as mandated by the Board. Four persons, including the National Executive Director, performed this task and a detailed report was submitted. Four meetings were held at Philadelphia to assist the Associate in fund-raising efforts. Our Fiscal Officer assisted in bookkeeping procedures. A two-day meeting was held with the Pennsylvania Board of Directors to help select the new Executive Director.
2. Puerto Rico was visited by three persons from the National office to describe and develop in detail a proposal for the Law Enforcement Assistance Administration (LEAA).
3. The above procedure was repeated in Illinois.
4. The unit provided the New York Associate's Compadre Helper Program with technical information on the videotaping of materials required by the funding source.

Several months ago, a questionnaire was mailed to each of the executive directors for the purpose of discovering what were the needs of each Associate in terms of counseling, clerical skills, proposal writing, administrative and fiscal management, fund raising, and public relations. Since this information was returned, the

National Office has carefully studied the answers before preparing a summary. In brief, our analysis of the responses revealed that in general the Associates are expressing a greater concern for more effective delivery of services and greater improvement of skills at all levels of staff. The conclusions reflect a general need which the Technical Assistance Unit is designed to fulfill.

In response to the specific concerns listed by the Executive Directors, the unit can develop programs in order to:

- train counseling staff in group counseling methods, as well as develop their present skills in counseling individuals.
- Improve the secretarial skills of current clerical staff (e.g., typing, filing, dictation, etc.);
- Train staff members in writing proposals i.e., formulating program designs, establishing goals, preparing budgets, etc.);
- Improve administrative management skills;
- Upgrade fiscal management skills;
- Improve fund-raising skills; and
- Upgrade public relations skills.

The services to be offered by the Technical Assistance Unit are many, and are not limited to just those mentioned above. Additional assistance will be in the general fields of:

- Program Planning and Presentation
- Human Resources Development
- Direct Assistance in Needs Assessment
- Associate Development Projects

It should be kept in mind that the increasing needs of our communities and the development of new professional skills and methodologies will insure that the staff of the Technical Assistance Unit will not remain frozen in outdated or irrelevant skills. Not only is it intended that the unit staff learn the most up-to-date skills, but that in those cases which are of direct importance to Aspira, it be one step ahead of latest developments. When necessary, consultants will be called in.

It will be a guiding principle of the unit that together with Associates, it will continue to develop Aspira's staff at all levels.

Aspira, Inc., of Illinois

Many factors join to deprive Latino students of their right to an equal educational opportunity—poverty, language, racial and cultural barriers, ineffectual schools and their correlates, apathy, and low self-esteem. Thus, the youth whom Aspira serves are poor—a kind of poverty that is not only economical, but also cultural, social, and educational. The annual average income of their families is low. Many families are welfare recipients and unemployment is abundant among them. They live in slum areas, public housing projects, and other “barrios.” The public schools which they attend are, generally, not the best in Chicago. Classrooms are over crowded. Lack of books, materials and equipment make the learning process a tedious one for the students and teachers. Dissatisfaction with school, a low level of aspirations, a somber academic future, and economic need, combine to produce the phenomenon of attrition. These variables are all present in the life and circumstances of our students, some of whom have abandoned all hope of even graduating from high school, let alone going on to college.

Thus, given the general conditions described above it is imperative that a comprehensive program such as Aspira, constantly striving to deal with that reality, continue to exist. Our program is unique in that it is developmental. Aspira works at instilling motivation, aspiration, high self-esteem, and commitment to the students through their high school experience.

Responding to the low achievement of our children, particularly in reading, we have also intervened at the elementary school level through our tutorial program.

The many problems confronting our children, youth and general community, calls for responsible knowledgeable and capable representatives to provide effective advocacy.

Aspira has done that by getting involved in many issues of general impact on our community, for instance, our intervention as “amicus curiae” in the HEW OCR vs. Board of Education administrative law proceedings that resulted in the recent agreement for the implementation of a desegregation and bilingual education plan for the

city. That ability to provide effective advocacy adds to our uniqueness.

The importance of developing leadership among Latinos becomes much more imperative now, given our growing population. And since ours is a young population, both in terms of city residency and age, emphasis must be placed on children and youth—the hope for the future.

The most indicative measure of Aspira's impact and uniqueness lies in its track record. For seven years, this organization has provided services to the Latino community. During these years we have helped over 3200 youths enter post secondary education. Many of these students were potential or actual dropouts who found at Aspira the necessary reinforcement to make long term plans.

Over 600 children have been tutored on a one-to-one basis and have demonstrated improvement in their general achievement and reading levels. Many Latinos now holding responsible positions in the city's educational, political and economic structure have been members of our staff and board—or students helped through our programs—which last year included:

Leadership Development

This part of the total Aspira effort focuses on developing leadership skills in the Latino youth through practice and experience. It emphasizes a cultural, professional, and ethical commitment to the community. This program is central to the integrated and continuous services of Aspira. In this component, youth develops interpersonal skills as well as those skills which are fundamental to responsible social action, debating, parliamentary procedure, compromise, organization, development of ideas, and their translation into action. The central goal is to motivate the student toward higher aspirations for community leadership. Club members learn and practice decision making skills and often apply their skills in action to meet community needs.

Summary of Statistical Charts from Annual Reports
Aspira, Inc. of Illinois

| Year | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|---------|--------|---------------------|-------------------|-----------------|--------------|---------------------------|-----------------------|
| 1971/72 | 264 | 693 | 300 | 17 | 397 | 0 | 0 |
| 1972/73 | 597 | 1,054 | 337 | 16 | 502 | 0 | 0 |
| 1973/74 | 325 | 1,436 | 213 | 14 | 411 | 0 | 0 |
| 1974/75 | 637 | 2,081 | 528 | 14 | 819 | 0 | 0 |
| 1975/76 | 1,349 | 6,659 | 411 | 15 | 729 | 1 | 23 |
| 1976/77 | 1,385 | 8,041 | 450 | 19 | 588 | 5 | 80 |

The objectives of the program are met through the mechanism of the individual clubs and the Aspira Club Federation—the central body, composed of representatives from each school.

Educational Counseling

This program is one of the instruments by which Aspira brings about the educational and intellectual growth of Latino youth. It focuses on Aspira's belief that an educated leadership will act as a change agent for the community. The program attempts to intervene on behalf of the student to, not only complete his/her primary education, but also to aspire to post-secondary education.

The counseling services of Aspira seek to provide professional guidance in the form of counseling, as well as educational and career orientation. The program reaches out into the community, the school, and the Aspira clubs for youth who have yet to learn to aspire beyond the most minimal educational and vocational levels.

The counseling personnel is housed at two centers: West Town, 2316 W. North Avenue, covering the North side and a jointly sponsored, Aspira administered program at El Centro de La Causa in the Pilsen area, at W. 17th Street, covering the South side. (An Aspira branch is being opened in Waukegan offering the Leadership Development and Educational Counseling programs.)

Each counselor has a specified number of cases for which he/she develops individual educational plans. These plans result from workshops, lectures, and individual counseling services. The objective of each counselor is to develop a realistic and workable educational plan for each case, to follow through on each step of the plan until the student is prepared to apply to admission to a college or university, and those who are successful are admitted. Counselors coordinate their recruitment activities with the club's community organizer.

Bilingual Tutorial Reading Project

After some years of work with Latino youth at the high school and college levels, we realized that students were leaving high school at great numbers (72%) and that

those who graduated did not have adequate academic skills, particularly in reading. We then decided to implement a program of early intervention at the primary grade level aimed at improving the reading skills of children who were not achieving at the norm. Reading scores in schools of our "barrios" are, generally, among the lowest in the city.

With the support of many organizations, primarily, MACE (Mexican American Council on Education) we started the Tutorial Project.

For the past three years the project has provided in diversified learning activity in reading to selected children who have been diagnosed as having a one- or two-year lag in their reading level.

Tutors, high school and college students, are provided expert training with the consultancy of Dr. Paul Psycho-educational Reading Clinic and the University of Chicago's Social Psychology Laboratory.

Thus, the tutors also benefit from the program by being provided with the appropriate training and exposure to teaching Latino children of the "barrio."

ESSA Project

Due to the fact that Chicago schools were not affected by a desegregation plan, Aspira was not allowed to continue HEW (ESSA) funded tutorial services in the schools. Thus, for at least this year, our Tutorial Project changed its focus and design.

The Project's goal is to disseminate information on desegregation to parents, community organizations involved in the education of Hispanic youth, and to school personnel. The following are activities conducted by Project staff:

- 1) The production, publication and dissemination of printed material concerning desegregation, with special emphasis on the relation of bilingual education to the desegregation process and the development of Chicago's desegregation plan.
- 2) A series of workshops, panel discussions, training seminars, and activities that will enhance participants' understanding of desegregation.

- 3) Staff involvement in both school- and community-based initiatives geared towards desegregation policies and increased direct participation in that process

The general objectives of the project are

- 1) To provide Latino communities factual information on desegregation
- 2) To create information networks of parents and community organizations to read and assess the impact of desegregation on bilingual education
- 3) To assist the school system in recognizing the overall need of Latino children in and out of bilingual education, in planning for desegregation

Summer Program

The general goal of this program is to motivate Latino youth, ages 16-21 to enter college or vocational education training as well as to expose them to the world of work.

During a nine week period, approximately 150 students are involved in an intensive academic and work experience curriculum. The academic component is conducted at the University of Illinois—Chicago Circle Campus. The objective here is to expose youth to college campus life and styles of teaching (lectures, seminars, independent learning, library research, etc.). Students are taught one- to two-hour weekly seminars on Health, Latino Culture and History, Psychology, Urban Affairs, and Development of Basic Skills in English and Mathematics. Teaching is conducted by certified public school teachers.

The work experience consists of supervised weekly practicum in six occupational areas: Art Design, Video and Photography Production, Health Careers, Tutorial Clerical, and Community Organization.

Health Careers Internship

The general objective of this component of the Educational Counseling Program is to encourage youth to enter training in any Health Careers area.

Tutorial Reading Project

Many people feel that today's children have "never had it so good." But, upon closer examination, one sees that despite ever increasing opportunities for the young in the form of academic education, our modern industrial society provides fewer opportunities for meeting their need to prepare for adulthood.

Remaining in school means insulation from the workings of the real world, the prolonging of dependency and the postponement of the assumption of positions of responsibility in the adult world. When young people leave school early, they find there is little need for their services in the job market. Yet, it is widely assumed that adolescence is the time in the life cycle to

try out adult roles, to learn to exercise responsibilities, and to give expression to the idealism typical of that age-group. Further, it is recognized that the adolescents' need to be needed must be satisfied if they are to experience their own self-worth. Indeed, society offers them little evidence that they are needed.

It was in recognition of this plight of young people that the ASPIRA MACE Tutorial Reading Project was proposed in 1974 by a group of concerned Latino agencies and institutions of higher learning in Chicago. Its mission was to promote acceptance by the public of the idea that youth could be integrated into the adult society at an earlier age.

Led by ASPIRA, Inc. of Illinois, the fiscal agency of this Tutorial Project, the staff began carrying out the proposed mission by identifying and validating existing programs which gave young people the opportunity to assume responsible roles in the performance of valuable human services that affected other people and could provide significant change within Chicago's Spanish speaking communities. The Project served as some sort of a clearinghouse for the exchange of information and services which helped other community organizations initiate similar programs. It also developed and distributed "how-to-do-it" materials in the form of print and scope sequence skills charts. Above all, it provided training for the personnel and/or tutors in the form of courses, workshops, and conferences.

The Project also designed and piloted tutorial participation in the Chicago's predominantly Spanish speaking districts: District 19 and District 6. An examination of the history of the ASPIRA MACE Tutorial Program reinforces ASPIRA's firm belief that young people can be involved in significant activities in which they can exercise real responsibility to their own benefit and to that of the children of their own communities.

Each school site developed its own individual characteristics. One used tutor-developed learning



Career conference attracts students from all ethnic backgrounds

games extensively and the community as the prime example of learning resource, others maintained the usual structured school environment. At each site there was the expectation that the tutors had the capacity to teach while they would themselves learn through teaching. Parents and teachers reported a radical change of attitudes on the part of the tutees, both as to their own learning and to the assumption of responsibility. Parents reported a "growing confidence" and a "pride in their role" as teachers. A sustained interest in the program is evidenced by the fact that practically all of the schools that were served in 1974-75 the Project's first year of program implementation wanted to be served again. Unfortunately, funds cut-off for FY 1976-77 allowed the Project to serve but six elementary schools.

The ASPIRA-MACE Tutorial Project has a number of unique qualities which have contributed to its widespread adoption, the most important of which is its versatility. It could be made readily adaptable to almost any child. For all its many manifestations, the Project's experience with this tutoring program has shown that successful programs in most school sites seem to have a few key characteristics in common: most especially, the program requires dedicated, caring, sensitive people in charge who are willing to put their trust and respect for children (who may be many years below their reading level) on the line and into practice. Further, the successful programs seem to permit the tutors to assume a major responsibility in the program, including their role with the individuals placed in their charge. Also, the better on-site programs seem to have devised ways of attitudinal tutors not only carry responsibility but be held accountable, in that they are allowed to feel failure, stopping short only where there is danger that extreme discouragement may creep in.

Led by Aspira of Illinois, this project was thought through and designed by community people and teachers and young professionals in Chicago's Latino communities who are directly involved with the future of Chicago's young adults relative to their educational achievement. The values and commitments of this project are so well placed that it has turned out to be one of the best examples of what a committed Latino educational agency, i.e. ASPIRA, can do.

Furthermore, the staff of the ASPIRA-MACE Tutorial Project felt throughout its second year of program implementation that tutoring by young adults in the high school or college students works. They could not have thought of any other innovation which has been so consistently perceived as successful.

Its Mechanics for Implementation

The ASPIRA-MACE Tutorial ESAA Project is not social work or social service. It has become a challenge in FY 1976-77 to the existing educational institution

because it presented an alternative to the impersonal mass treatment of children in the Chicago public schools and elsewhere. As conceived by its staff, the Project became a demonstration that the children who are underachieving in such great numbers, particularly the low-income and linguistically/culturally different are not "dumb" or "lazy." With approaches and methods devised by the Project, some 576 children were reached.

For FY 1976-77, the staff designed the following as an overall scheme of the Tutorial Project which reached approximately 600 children:

1. For the children:

- To help them see and experience the relevance, the interest and the fun which education holds.
- To help them increase their understanding of the environment, develop a critical posture toward it, and improve their ability to deal with it.
- To help them improve their self-image and academic performance.

2. For the tutors:

- To add an essential dimension to their high school and/or college education by introducing them to an aspect in American society which most students do not encounter personally and directly: the people, the children and the problems of our economically, linguistically and culturally different communities.
- To help them develop a critical posture toward our society and to stimulate their thinking about how to improve our institutions.
- To give them the opportunity to help solve an important social problem without requiring a great deal of time, money, or sophistication.
- To increase their skills in communicating with children of different backgrounds and interests.
- To introduce them to education as a possible career.

3. For the university and high school:

- To improve the education of their students by giving them the opportunity to supplement academic learning with community involvement.
- To improve relationships between the university and secondary institutions and the different communities surrounding them.

4. For the community:

- To open an avenue for contact and communication between communities of different racial/ethnic or class composition.
- To help schools better respond to the needs of their pupils.

- c To develop and test alternative approaches to those presently used in the educational system. Tutorial activities formulated by the Project have developed programmed scope/sequence skills charts.
 - d To stimulate the creation of community consciousness through which reforms in the school system can be brought about.
- 5 Product Assessment:**
- a Most program objectives for FY 1976-77 were met to the degree of expectations.
 - b The average on site reading gain across Grades 2-4 is one year and one month. Approximately 57% of the tutees having pre- and post test scores met or exceeded the specified gain of 6 or more months.
 - c Workshops provided to the project staff and tutors were very informative and participants felt that useful information was obtained. An instrument was administered at the end of each workshop to determine the participants' perceptions to the degree to which specific objectives were met.
 - d Workshops for parents did not go as well as expected, particularly those that verged on desegregation oriented issues. There still exists a deep gap between what our parents perceive as equal educational opportunities and those mandated by U.S.O.E. regarding desegregation—based program activities.
 - e In general, the tutors' and tutees' records were well kept and made available to program staff and project evaluator.

SUMMARY OF FINDINGS

Structured tutoring, while providing the student tutor with the systematic and scientific approaches to learning, retains the positive qualities of human interaction and socialization. Selected elements of the structured tutoring model include specified instructional objectives, logical sequencing of learning steps, appropriate instructional materials, and media, validated tutoring techniques, and assessment of learning outcomes.

The student tutors that ASPIRA-MACE Project was fortunate in recruiting and training for FY 1976-77 exhibited one common high priority need—namely, a sense of identity, a niche within the organization. A well-organized tutoring program assured them a level of involvement and participation which helped them see themselves as essential components in the total educational enterprise.

The school can, and often does, play a key part in the ASPIRA-MACE Tutorial ESAA Project. Counselors and teachers can refer tutees, the school system can also provide the teaching materials, school buildings can serve as tutorial centers, school teachers and administrators can speak to tutors about tutoring and supply information on tutees.

The cooperation of the school system can, however, be a mixed blessing.

The tutees referred by counselors are usually well behaved and highly motivated, a program which intends to reach the rebellious student alienated from the school and from society, should get referrals from some other source.

School texts and materials are often fully irrelevant to the children's affective and cognitive learning styles.

The school building, where the tutees continually experience defeat and embarrassment is not conducive to relaxation and/or informality—elements that should characterize the tutor-tutee relationship. The impressions of teachers and the results of objective tests are often misleading, and it is best for the tutor to not even be exposed to them.

By and large, the school system can undoubtedly make a contribution to the success of a tutorial project, especially if it is viewed critically. Contact should be made with the public schools and possible methods of cooperation should be explored consistently and extensively.

But if the school officials are unresponsive, as may very well be the case, there is no reason to fear that the project is doomed. Many projects may flourish independently of the schools. Often when the project gets underway and receives some publicity, public school officials are anxious to jump on the band wagon by contributing anything they can. Inasmuch as the project is not dependent on the school system there is no need and no excuse for making compromises with it. For instance, schools have been known to use the tutorial activity as a disciplinary measure—i.e., a child who misbehaves in school is told that he or she can no longer be tutored. Such action contradicts the whole purpose and spirit of the tutorial project and must not be tolerated under any circumstances.

In an attempt to combine the human qualities of tutoring with the principles of learning utilized in programmed instruction, the staff of the ASPIRA-MACE Project has developed a model known as "structured tutoring" based primarily on a continuous progress concept alongside a scope/sequence continuum. In this instructional mode, the student tutor is urged not to simply "do his own thing" in some vague or quasi-intuitive manner. Instead, the tutor follows a well planned instructional sequence. Thus, he is guided in the use of the most efficacious strategies for presenting the lesson plans, and the individualization of instruction which suits the needs of the tutee. Structured tutoring allows for a level of flexibility based upon the monitoring of student response which is not possible even with a computer.

A detailed analysis of this project may be obtained from Aspira of Illinois.

system, the largest number concentrated among grades 1 through 10. Currently, the Essex County Center provides in-school counseling services to approximately eight junior high and high schools where Aspira clubs are also organized. Students within other less concentrated school districts are provided services from the Newark office. Highlights of last year's program activities for the Essex county area include:

- Puerto Rico "Discovery" Day
- Aspira Annual Art Exhibit
- Kris Kringle Toy Drive
- Career Day Conference on Business, Vocational, and Technical Careers
- Tours of Museums and other cultural institutions
- Leadership Skills/Mini Convention
- YM YWCA Gymnastics
- Aspira Outing
- Tours to various State Colleges and Universities
- Workshops (SAT, How to fill out College Applications, Seeking Financial Aid)

Passaic County Student Center

Our Passaic County Center is located in Paterson serving primarily both the Passaic and Paterson school districts. Approximately 12,200 Hispanic students, 14% of the total student population, are enrolled. Counselors are assigned to provide in school counseling services to high schools. Four clubs have been organized in addition to a dance group which designs its own costumes and does its own choreography. Highlights of the activities planned last year for the Passaic community staff and students are as follows:

- Talent Search Career Conference
- Theatrical Presentation "Grease and 'El Piragüero"
- Workshops on various careers (paralegal)/law careers (business, health)
- Tours to State Colleges and Universities
- Three Kings Festivity
- Performance by Jose Molina Flamenco Dance Company, Ballet Hispanico and Inner City Ensemble Dance Company
- Film Festival
- Career Planning Seminars

Health Careers Program

The Health Careers Program is housed in the Essex County Center and services students from both high schools and colleges interested in pursuing a career in the health and medical fields. Since its inception in 1974, 22 students have been accepted into medical/dental schools. Emphasis is placed on encouraging and motivating students to enter careers in health, engineering, and in the sciences. Supportive services such as tutorial, Medical College Admission Test review,

workshops, specialized club activities, and placements into pre-medical enrichment programs are coordinated among interested students from the various schools and colleges in the northern part of the state. Last year, 16 students were placed in pre-medical summer enrichment programs throughout the country. Also, two health and medical related career clubs were organized among high school and college students.

A unique dimension added to this program over the past two years is the Health Careers Internship Program during the regular school year and summer months. On going funding from local, corporate, and state sources made possible last year's continuation of our program during the academic year for seven students placed at neighborhood hospitals and clinics. This work experience is combined with tutoring and career planning sessions. During the summer, we provided a six-week comprehensive internship program consisting of courses in biology, chemistry, and English as well as field placement at a nearby hospital supported with career guidance and regular weekly club meetings. Approximately 34 students received stipends to participate in this year's summer internship program. Highlights of the Health Careers programs activities are as follows:

- Professions in Psychology Workshop
- Interaction Analysis Film
- Behavior Observation Game

**ASPIRA
ART
EXHIBIT
OF WORKS
BY PUERTO
RICAN
STUDENTS**
FROM NEWARK
PUBLIC SCHOOLS

SEPTEMBER
**JUNE 12
1976-1977**
**SETON HALL
UNIVERSITY**
SUITE ORANGE
CLARKSON, NEW JERSEY
**NEWARK
MUSEUM**



Art students exhibit

- Verona Park Picnic and Ecology Environment Awareness Day
- YM YWCA Physical Recreation
- Nutrition Clinic
- Tour to Medical Schools
- Vision Care Workshop

Hudson County Student Center

Since 1970, Aspira has only been able to provide students residing in the Hudson county area with ongoing counseling services from a satellite structure developed from within the Essex County Center. Last year, with the assistance of our National Office, we have been able to acquire a grant from the Law Enforcement Administration Act to open a Hudson county center in Jersey City. Currently, there are approximately 27,232 Hispanic students attending public schools in the Hudson county area. Ferris High School and Hoboken High School have an enrollment of over 60% Hispanic students between the 9th and 12th grade levels. The need for a student center was widely supported by both community leaders and educators working in this area.

ASPIRA — ITS FUTURE

Every year, Aspira seeks to explore new ventures in representing the educational rights of Hispanic youngsters. Last year, its involvement and input contributed to positive and significant changes in state and local educational policies. It is our belief that a cooperative relationship with institutions of educational and social learning will serve to enhance means by which unique problems affecting Hispanics can be resolved. With this in mind, we will continue to expand and strengthen the quality and quantity of our services to Hispanic youth throughout the state. We look forward to further specializing some of our educational counseling services, particularly in the area of pre-law counseling and vocational education. Internship programs in other fields, modeled after the successful health careers program, are also being developed, but will depend upon the availability of additional funds.

We are currently working with the community in South Jersey in identifying possible funding sources. We hope to expand our services to other parts of the State particularly to South Jersey, by 1979.



Students in craft workshop

Aspira of New York, Inc.,

The Leadership Program

Since its founding in 1961, the Leadership Development Program was implemented to provide academic and career counseling as well as leadership training to Hispanic high school youth

In its continuous efforts to expand its educational horizon, the Leadership Development Program has developed a cultural component for those students showing potential in the arts. The program consists of workshops in drama, silk screening, dance, photography, and various other art forms.

Some of the regular activities during the year are:

- 1 Freshman orientations
- 2 Sophomore seminars
- 3 Senior workshops — where students are helped in the preparations of college applications, admission and financial aid
- 4 Puerto Rican history seminars
- 5 Tutorial workshops
- 6 Workshops in the arts
- 7 Students' annual retreats
- 8 Parents' open houses
- 9 Health Career Week
- 10 Fiestas Patronales del Barrio
- 11 Senior Prom
- 12 Summer Program
- 13 Feria — At the Annual Summer Feria, students showcase the results of their long summer efforts
- 14 Junior College Interview meeting — In this annual activity coordinated in conjunction with Aspira's Educational Opportunity Center, approximately 700 juniors and representatives from over 50 institutions of higher learning participate. This conference handles the first steps for applying to college for junior high school students.

Aspira's Educational Opportunity Center

The Special Services Program

The Special Services Program is designed to provide counseling and remedial services for students who demonstrate academic potential but are in need of supportive services in order to be retained at their particular institution of higher learning. This year we functioned as a consortium within two units of the City University of New York, Baruch and City colleges. Among the many services offered at both colleges, is a remedial program in effective writing skills. Tutorial assistance was provided in the areas of reading, writing, and math. Along with this, basic skills sessions were provided in the areas of developing good study habits and test taking. Counseling services included financial aid, academic, personal, and career.

Highlights of program activities included:

- Financial aid Workshops
- Spring orientation for freshmen and transfer students
- Theater presentation by Teatro Cuatro
- Films
- Lectures
- Dance

The Talent Search Program

Talent Search Seminar Counselor

The aim of the Talent Search Program is to meet the educational counseling needs of the different minority third and fourth-year high school students in 3 target communities and 6 target high schools. The areas of the city where the project created an impact are the following:

Manhattan

Target area — East Harlem (School District 4) Schools Benjamin Franklin and Brandeis High Schools

Bronx

Target area — South Bronx (School Districts 7 and 12) Schools Morris and Theodore Roosevelt High Schools

**Summary of Statistical Charts from Annual Reports
Aspira of New York, Inc.**

| Year | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|---------|--------|------------------------|----------------------|-----------------------|-----------------|---------------------------------|-----------------------------|
| 1971/72 | 5,076 | 5,206 | 1,065 | 36 | 2,800 | 0 | 0 |
| 1972/73 | 3,610 | 7,712 | 1,102 | 36 | 2,500 | 0 | 0 |
| 1973/74 | 3,340 | 6,475 | 719 | 36 | 1,019 | 0 | 0 |
| 1974/75 | 2,873 | 2,424 | 607 | 33 | 950 | 0 | 0 |
| 1975/76 | 1,091 | 3,798 | 808 | 32 | 1,199 | 28 | 141 |
| 1976/77 | 1,749 | 5,547 | 788 | 28 | 1,278 | 26 | 118 |

Brooklyn

Target area — Williamsburg Greenpoint and Bushwick (School District 14) Schools Eastern District and Bushwick High Schools

A variety of counseling services were provided by the staff of the unit, among them, personal, vocational, career, and academic. The project was designed to provide participants with the latest information on college admissions and financial aid information. Vocational and technical school information was also available and disseminated. Through career conferences and meetings between college representatives and students, Aspirants were exposed to a diversity of careers and professions and to a multitude of colleges and universities.

The project, in its eleventh year of existence, has assisted thousands of students in realizing their potential to enter and successfully complete some form of education beyond the secondary school level.

Some highlights of program activities were:

- Representatives from over 40 colleges and universities visited the center to inform staff and students of the opportunities available at their institutions.
- Trips to nearby post secondary institutions where high school students were exposed to college classes and life on campus.
- College Interview Meeting — an annual event where 600 high school juniors had the opportunity to meet with representatives from 60 colleges and universities through a series of workshops.

The College Counselor

The College Counselor serviced college freshmen and sophomores with the aim of retraining those students placed in colleges and universities by the Talent Search Program. The Counselor is a professional, equipped to provide personal, career, vocational and financial aid counseling to the project participants. In addition, the Counselor is abreast of all the requirements necessary to assist those students transferring from one institution to another.

Graduate Studies Advisor

The population of students serviced by the Graduate Studies Advisor are college juniors, seniors, and persons possessing master's degrees who are interested in entering graduate schools. The Advisor is equipped with the latest information on admissions and financial aid for those students planning to enter the fields of arts and sciences, business, education, social work, and psychology. Information on national standardized tests required by graduate and professional schools is also available. This position is instrumental in ensuring the continuity of the Aspira process beyond the undergraduate school level.

Health Careers

The Health Careers Program is designed to identify Puerto Rican and other minority youths who are interested in pursuing a health career either in medical or allied health fields. The program aids high school and college students through a series of supportive services as well as personal, educational, academic and career counseling.

At the high school level, the project exposes students to numerous careers in the health field and provides information on the training required for their choice. In addition, the latest information on admissions and financial aid is utilized by the counseling staff to place students in institutions of higher learning or training programs for the health professions.

At the college level, the program provides undergraduate students who aspire to a career in health with adequate transitional and personal counseling to enable them to complete their undergraduate education. Meetings between students and professional school representatives were conducted to further acquaint students with the opportunities available at the graduate school level. Project participants are assisted with all phases of the application process to graduate school programs in health. As a primary goal the project proposes to increase the number of Puerto Rican and other minority students in schools of medicine. In order to achieve this goal, the program offers a review course for students planning to take the Medical College Admissions Test.

In addition to student services, the following are highlights of the program during the 1976-77 academic year

- Trips with health careers high school and pre-med students to various hospitals and medical schools
- Health careers conferences at the Aspira Leadership Centers

Compadre Helper Program

The Aspira Educational Opportunity Center's Compadre Helper Program is the newest of our programs. Funded by the State Education Department's Office of Continuing Education, the Compadre Helper Program trained 20 educationally disadvantaged Hispanic adults in 21 micro-counseling skills.

Once trained, each "Compadre" counseled 3 to 4 of his/her classmates. This peer counseling mode, was tested and implemented at the Puerto Rican Community Development Project.

Planning, Evaluation and Research Unit (PER)

Funded by the Carnegie Corporation of New York and in its second year of operation, the Unit concentrated in the monitoring aspect of the two additional programs created in 1975/76, namely, Aspira's Adult Work Study Program (A.W.S.P.) and Aspira's Supportive Educational Services Program (S.E.S.). This year 1976/77, another program named Aspira's Career Educational Services Program (A.C.E.P. funded by C.E.T.A.) was developed. The program is geared to place graduate under-graduate, Hispanic, and other unemployed minorities in private career opportunities in New York City. The endorsement of private corporations such as Time-Life, Bonart Mills, Merrill Lynch, Pierce, Fenner

and Smith, Con Edison, etc. have made possible this new, comprehensive career development resource as an on-the-job training program geared to solve the employment problems confronted by private corporations.

Adult Work Study Program (AWSP)

The first year of the program ended in October 1976 and it was funded again for its second year through C.E.T.A., Title I. The Program provides college training through C.U.N.Y.'s Staten Island Community College. Each student in the program receives 24 college credits and is placed three days a week in a community agency. During its first year of operation, of the students enrolled in the program upon completion of 24 college credits, 43% were placed in full time white collar jobs (average salary \$7,000/yr) most of them continuing evening college toward their A.A. Degree. 23% were transferred to full-time day college and 2% were transferred to a Manpower training program.

Supportive Educational Services Program (S.E.S.)

The S.E.S. Program began on November of 1976 and is presently being funded by the Criminal Justice Coordinating Council. Its basic goal is to help youths (ages 13 through 17) develop a positive self-image and become productive members of society via the following services: counseling, diagnostic assessment, educational and psychological testing, individualized instruction, workshop activities for youths and their families, and tutorial services by peer helpers for youngsters in the community. The breakdown of the total number of clients served within the first eight months of operation is: counseling and diagnostic assessment - 236; educational and psychological testing - 54, individualized instruction - 50, workshops - 112, tutorial, peer approximately 50 per month.



Informing college placement counselors of Aspira's services through mass mailings

Aspira, Inc., of Pennsylvania

This past year, ASPIRA, Inc. of Pennsylvania initiated another successful year, delivering desperately needed educational services. The following outlines a brief summary of Aspira's accomplishments throughout the 1976-77 fiscal year.

LEADERSHIP DEVELOPMENT COMPONENT

During the first two months of the school calendar year, the Aspira clubs reconvened and participated in the formal leadership training sponsored by the agency. The training this year included lectures and workshops covering topics such as: Basic Characteristics of Leadership, Democratic Principles of Organization, The Importance of Community Participation, Concepts and Philosophy of Aspira, and other pertinent subjects that help to promote a better understanding of the society we live in. As a result, eight (8) clubs were officially established. At our Aspira offices, the Aspira Clubs Federation, the central representative body of all the clubs, convened to monitor the overall functioning and development of the school clubs. This past year some of the major joint club programs included:

- The annual Christmas Festivity for the children of the Shriners' Hospital
- A series of school wide talent shows
- The club sponsorship of cultural and educational seminars that took place at the schools and in several community centers
- The coordination of a series of "College Exploration" field trips with the assistance of the Aspira counseling staff

The Aspira Annual Award Ceremony

A multitude of other club activities made this year a very rewarding and exciting one for our *Aspirantes*. Aside from implementing some exciting programs, the club membership was actively involved in our counseling activities. This aspect is quite important, inasmuch as educational counseling service is a necessary mechanism in assuring that a, the youngsters continue their educa-

tion and do not contribute to the high attrition rates prevalent in the Puerto Rican community.

THE COUNSELING PROGRAM

As a result of our intensive recruitment efforts, the number of new intakes this year reached close to 1,000 students. Of this number, a total of 410 were placed in post secondary institutions of higher learning. This figure represents a 29% increase over last year's placement statistics (229). The following will offer additional insight as to a general profile of the Aspira counseling caseload:

- SEX

| | |
|--------|-----|
| Male | 57% |
| Female | 43% |
- ETHNIC BACKGROUND

| | |
|-----------------------------------|-----|
| Puerto Ricans born in Puerto Rico | 21% |
| Puerto Ricans born in U.S. | 59% |
| Other | 20% |
- INCOME BREAKDOWN

| | |
|--|-----|
| Public Assistance -- (\$5,999 or less) | 56% |
| \$6,000 - 8,499 | 40% |
| 9,000 or more | 4% |
- EDUCATIONAL LEVEL

| | | |
|----------------------|--------------|-----|
| JHS | H.S. Seniors | |
| (includes Drop-outs) | | 81% |
| Post High School | | 18% |

In addition to the individual and group counseling services, the counseling component coordinated several major events which included:

A SERIES OF COLLEGE EXPLORATION FIELD TRIPS

These college trips provided High School juniors and seniors with an overall exposure to different college environments (urban vs. rural) and afforded them

**Summary of Statistical Charts from Annual Reports
Aspira, Inc. of Pennsylvania**

| Year | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C Placements |
|---------|--------|------------------------|----------------------|-----------------------|-----------------|---------------------------------|----------------------------|
| 1971/72 | 127 | 367 | 80 | 10 | 500 | 0 | 0 |
| 1972/73 | 357 | 744 | 150 | 14 | 750 | 0 | 0 |
| 1973/74 | 361 | 1,210 | 145 | 14 | 750 | 0 | 0 |
| 1974/75 | 1,735 | 2,076 | 179 | 21 | 526 | 0 | 0 |
| 1975/76 | 1,569 | 3,304 | 229 | 8 | 529 | 0 | 30 |
| 1976/77 | 1,003 | 4,307 | 376 | 8 | 303 | 2 | 38 |

youngsters direct contact with admission and financial aid officers. A variety of colleges were visited including institutions such as Temple University, Lehigh University, Millersville, Shippensburg, Cheyney State, Hahnemann College, and others.

**THE LUDLOW COMMUNITY
PARENT CONFERENCE**

This activity was coordinated through the joint efforts of Aspira, The Hahnemann Mental Health and Consultation Center and the Educational Law Center. The conference was focused on orienting parents regarding the community resources available and on emphasizing the importance and need for greater Hispanic parent participation in the educational development of their children.

CAREER CONFERENCE

Sponsored by Girard Bank and held at their central administrative offices, this conference provided youngsters the opportunity to learn about professional careers in such areas as Banking, Engineering, Media and Communications, Health, and Business.

THE ASPIRA ANNUAL AWARD CEREMONY

Sponsored by the Philadelphia National Bank, this major program highlight allowed an opportunity to give official recognition to those *Aspirantes* who have excelled in their academic endeavors and have displayed their commitment and dedication to the Puerto Rican community through their active participation in school and community related activities. A highlight of the event involved the special honoring of Ms. Annette Caballero and Ms. Luz Rosario, two *Aspirantes* who were the first Puerto Rican youngsters in Philadelphia to receive the "Salute to Youth" Awards. These awards are sponsored by the Philadelphia Commission on Human Relations and honors high school juniors and seniors whose community involvement activities have helped further harmony among diverse groups or in a related way made this city a better place in which to live.

ASPIRA PARENTS EDUCATION COMMITTEE

During the end of the last fiscal year (July 1, 1977) Aspira spearheaded the groundwork for the establishment of an Aspira Parent Education Committee. This was made possible through a grant from the Samuel Fels Fund. The objectives of this project are reflected in the following:

1. To increase hispanic parents' participation in school related activities that help to enhance the development growth of their children.
2. To make parents aware of the educational policies and programs that are geared at fulfilling the needs of bilingual youngsters.
3. To espouse the opinions and points of view of the Hispanic community on educational issues directly affecting the educational development of its youth.

It is our hope that the Aspira Parent Education Committee will set the foundation for the development of an Aspira Bilingual/Bicultural Component.



Seminar in college class

Aspira, Inc., of Puerto Rico

As we pointed out in our previous report, the beginning of the program year 1976-77 turned out to be quite eventful. Last year, we noted that the U.S. Department of Health, Education and Welfare took longer than usual in deciding on the appropriation of funds for our two major programs, Talent Search (Consejería) and Upward Bound (Veteranos). Our general funds were reduced, which forced us to make major adjustments in our programs.

The pressing need for relocation of our offices and changes in personnel made for quite a busy beginning for our program year. Now, on analyzing the work done during the past year, we can note to our satisfaction and benefit to our students that all the difficulties were overcome, allowing us to carry out our work in an effective manner. Without a doubt, our biggest achievement during the 1976-77 program year has been the improved quality of the services we render. The following achievements were also notable:

Participation of ASPIRA in the design and implementation of the CONVITE project. One of our pre-medical students had previously participated in a summer preparatory course at Harvard University with what the student and our counselor felt was a very beneficial outcome. Our counselor shared the results of the students' participation with personnel at the Medical School of the University of Puerto Rico which recommended that a program similar to Harvard's be instituted in Puerto Rico. The idea was warmly received by those approached at the University, especially by Dr. Riza-a Buonomo, and funds and facilities were consequently assigned to the project. Aspira participated actively in the process of selection of the participating students, in the evaluation of the program, and in the orientation of the students about the selection process. Finally, twelve Aspirantes took part in the project. In this manner, Aspira, together with the School of Medicine of the University of Puerto Rico, offered pre-med students an experience of vital importance to their academic development.

Fifth: Six percent of the students in the Tutoring Program who took the high school diploma equivalency test passed it. This was accomplished despite the fact that budget reductions forced us to cut by more than half the staff and resources of this most important program.

121 Aspirantes participated in a summer work program at the University Hospital in Rio Piedras, Puerto Rico. Our high school Health Careers Program placed these students in jobs at that institution so that they might have first hand experience with professionals in the health careers' field and consequently acquire a more solid basis on which to make a career choice. The students received their salaries through the Summer Youth Employment Program of the United States Federal Government.

Our Health Careers Program at the pre-med level placed 166 students in several medical schools in the United States and in Puerto Rico.

The Veterans Program placed 31 students in college and technical schools, while 33 took the equivalency test of the United States Federal Government.

Our Health Careers Program at the pre-med level placed 16 students in several medical schools in the United States and in Puerto Rico.

The Veterans Program placed 31 students in college and technical schools, while 33 took the equivalency test of the Department of Public Instruction of Puerto Rico.

The Leadership Development Program carried out a vigorous sports schedule which included competitions in basketball, chess, volleyball, and table tennis. Students from the following high schools took part in the activities:

Albert Einstein, José M. Lázaro, Antonio Sarriera, Barrio Obrero, Lloréns Torres, and Villa Palmeras in the Santurce area. From the Ponce area: Superior de Ponce, Dr. Pila, and Superior Vocational were the schools represented.

During the past program year, one of our counselors took active part in the National Demonstration Project, co-sponsored by Aspira of America. Through this project, a series of audiovisual materials of an academic and counseling nature have been developed. These materials will be used by students and personnel.

We were also able to achieve significant advancement in the development of evaluative mechanisms and data collection.

Summary of Statistical Charts from Annual Reports
Aspira, Inc. of Puerto Rico

| Year | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|---------|--------|---------------------|-------------------|-----------------|--------------|---------------------------|-----------------------|
| 1971/72 | 277 | 597 | 63 | 12 | 500 | 0 | 0 |
| 1972/73 | 153 | 750 | 74 | 12 | 750 | 0 | 0 |
| 1973/74 | 1,541 | 1,280 | 171 | 12 | 418 | 0 | 0 |
| 1974/75 | 750 | 1,340 | 462 | 12 | 236 | 0 | 0 |
| 1975/76 | 983 | 1,363 | 438 | 14 | 721 | 11 | 29 |
| 1976/77 | 1,456 | 2,819 | 234 | 14 | 720 | 16 | 56 |

lection, which will allow us to speed up our work and render better services.

We have intensified our collaboration and coordination with other educational and government agencies with which we deal, such as *Administración de Acción Juvenil*, which administers the high-school equivalency tests, *Recinto de Ciencias Médicas*, which is the University of Puerto Rico's Medical School, and the *Organización de Instituciones Patrocinadoras de Programas TRIO* (an organization of institutions which sponsor TRIO Programs).

At the end of fiscal year 1976-77 (June 30, 1977), we were able to complete the move to our new offices. They are now conveniently located in a suburb of Carolina, very close to San Juan. The new location is much more adequate and provides us with more space, thus allowing us to increase our services in quantity as well as in quality.

Finally, we are pleased to report that four of our staff members went on to graduate studies in the field of education. Two were accepted at Columbia University (in New York City) and two at Harvard University (in Massachusetts).

Following is a brief summary of the services rendered by our different programs during the past program-year.

LEADERSHIP DEVELOPMENT PROGRAM

This program was active in the following high schools:

José M. Lúgaro and *Antonio Sarrinera* in Carolina, *Albert Einstein* and *Superior Central* in Santurce, *Dr. Pula* and *Superior*, in Ponce. In addition the program organized clubs in the Barrio Obrero and Villa Palmeras communities. As in the previous year, the work developed along three basic areas: organization, group dynamics, leadership skills, and sports coaching.

During the program year, 681 students were approached by our community organizers and 267 went on to receive our services actively.

Four sports took place among the Aspirantes from the metropolitan area and those from Ponce. A tournament

among the Aspirantes from Santurce and a basketball championship game were held also. Altogether, six sports events took place in which the following contests were held among teams: six basketball, five female and two male volleyball, five chess, and five table tennis competitions. A total of 622 Aspirantes participated in these activities.

In addition, two camping seminars were offered in which 71 Aspirantes took part. The leadership Development Program met in the clubs and in the homes of the Aspirantes, and it offered conferences, films, and socio-cultural activities. The program also held 18 sessions in group dynamics with the total participation of 274 Aspirantes. At the end of the academic year, the program had reached its basic objectives. It had motivated those enrolled not only through recreational activities but through processes which carried profound human significance for the students.

Health Careers Program

Our Program serves high school students and third- and fourth-year college students separately, for the needs of each of these two groups are different.

At the high school level, 87 students were serviced during the first semester and 201 during the second. The marked difference in number during the first term remained active the rest of the year. As we have pointed out in previous reports, this is one program which is most attractive to our student population and one that has the greater objective possibilities of success. Due to the increasing demand for medical and para-medical personnel in Puerto Rico, these students, in contrast to those in other fields, have less difficulty in attaining employment in their professional area once they graduate.

The students in this program have been counseled on the academic requirements for admission of different colleges and universities at which they wish to study, as well as to the possibilities of existing financial aid. The students have met with professionals in different branches of medicine to exchange and inquire about details concerning their fields of interest. They have remained active

in tasks of a *luxon* nature with the medical community in order to receive greater cooperation from them

At the end of the second semester, 40 students participated in a seminar where another group of students, who had been active in an investigation about the causes of cancer, presented the results of the same. During the summer of 1976, two work-groups were organized in coordination with the University Hospital, of the University of Puerto Rico and the Program for Summer Employment of the Capital city. In this project, 60 Aspirantes were active during the month of June and 61 in the month of July. The students, in addition to receiving gainful employment during the summer, had a great opportunity to gain first-hand experience in what would become their professions.

The Health Careers Program at the pre-med level continues to be the only one of its kind in Puerto Rico. Due to that fact, it is one of the Aspira projects which has had a greater influence in the community. We should point out that, in addition, this program has been the one to which the academic community has shown itself to be most receptive.

This past summer, Aspira took part in Project CONVITE together with the School of Medicine of the University of Puerto Rico. This project was the culmination of a process of collaboration brought about by Mrs. Lily Santiago, our health careers counselor, and the staff of the school. CONVITE represents the first effort that the school makes to offer economically disadvantaged students an intensive training program which helps them compete in a more favorable manner in the school's admission processes.

Among other services rendered to pre-med students during the first semester, we can point out that 35 students took the preparatory tutoring for the new Medical College Admission Test (MCAT). The tutoring provided the students for this test included the following subjects: English, Chemistry, Math, and Biology. During the last semester of the 76-77 academic year, 60 students took the preparatory course, for a total of 95 students in that year.

By the end of the academic year, 16 Aspirantes had been placed in medical schools: 12 in the University of Puerto Rico, 2 at Catholic University, and 2 in schools in the United States: University of Wisconsin Medical School and Buffalo Medical School, in New York.

In addition, two students were placed at medical technology institutions and one was admitted to study environmental health at the School of Medicine of the University of Puerto Rico.

Finally, six students were placed at Universidad del Caribe, in Puerto Rico, an institution awaiting accreditation from the Association of American Medical Colleges.

Veterans' Program (Upward Bound)

Our Veterans' Program has been gradually strengthened and consolidated. Since the program received an increase in funds, we were able to expand its services by adding a new counselor to its team and by contracting four instructors on an almost full time basis (five hours per day from Monday to Friday). This program also contracted the services of a human relations counselor on a part time basis. During the past program year, 145 students were serviced through the Veterans' Program: 40 during the first semester and 105 during the second one. HEW's delay in allocating funds affected us adversely, causing the low figure in registration during our first semester. However, with the increase in funds, the second semester saw a rise in applications to 125 as compared to the 40 applications received during the first one.

Of the 145 who received services during the year, 72 were pre-college school students preparing for their fourth year (senior) exams or for high school equivalency tests. The remaining 21 received tutoring or counseling services, but did not take any exams. At the end of the year, 31 students were placed in universities or technical colleges.

In other areas, the Program was able to coordinate with the Department of Public Instruction of Puerto Rico so that students would be able to take the equivalence exam after all their tutoring had been completed. We were also able to coordinate efforts with the Department of Labor of Puerto Rico, that the students' checks could be sent to them directly without their having to miss classes. In addition, we were able to obtain special discount fares for the students at several theaters in the community. Finally, the students took part in a series of trips to historic sites in Old San Juan as part of their academic and cultural development.



Museum trips reinforce sense of cultural heritage

Tutorial Program

At the beginning of the past school year, the Tutorial Program was the most affected by the reduction in funds. This brought about drastic cuts in staff, leaving only one supervisor and two full-time tutors to service the Program. The enrollment had to be limited to 660 students despite the fact that 450 applications were pending.

However, the Program was able to establish basic tutoring for the equivalency diploma of the Department of Public Instruction of Puerto Rico. The tutoring resulted in large benefits for the students, as 56 percent of them were able to pass the exams in the last cycle.

The Tutorial Program was originally organized in two cycles of one semester each, but later on, in response to the constant demand, we organized a third group which allowed us to enroll 110 students instead of the original projection of 60. Of these, 14 dropped out, but 96 remained to take the exam.

In addition to the basic subjects covered by the Tutorial Program, most of the students received counseling services and others were admitted to our Health Careers Program. For this group, we prepared a supplementary academic schedule which included conferences, films, field trips, and socio-cultural activities.

It is necessary to point out that the great majority of those students are young adults between the ages of 19 to 26 who quit school because of their pressing economic situation. A considerable percentage of them is either underemployed or unemployed and need a high school diploma to obtain employment or to pursue technical studies. These factors make this part of the population the most needy for our services and the one with the least academic opportunities in our community. Thus, this program turns out to be one of the most needed by our community, inasmuch as it provides an opportunity for immediate educational improvement.

Counseling Program

Our Counseling Program continues to be the largest of our projects. During the past program year, it served 1,456 students from eleven high schools and several communities. The schools served were *Albert Einstein*, *Juan Ponce de León*, *José Celso Barbosa*, *Superior Central*, *Ramón Power*, *Antonio J. Sarrera*, *Ramón Vilella Mayo*, *Alfredo Aguayo*, *Ponce High School*, *Dr. Pila*, *in Ponce*, and *Escuela Superior* in Yauco.

From this enrollment, 1,082 students were registered in high school, 243 had graduated from high school, 64 had dropped out by the junior year, and 41 had dropped out in their senior year. The remaining 26 were registered in high school equivalency courses.

In addition to these secondary school students, our counselors served 60 students in the process of graduate

studies. To these students, we offered two seminars for personal development with the purpose of creating or instilling in them greater confidence and self-esteem, while familiarizing them with interview techniques, group participation, and situation analyses. In addition, they were administered an aptitude test and the Inventory Tests of Vocational Interests adopted for the job market of Puerto Rico.

We offered two sessions in tutoring for those students who were applying for college admission and who needed to review certain subjects for College Entrance Examination Board tests. The tutorial plan included practical exercises, similar to those given in the exams, in order to familiarize the students with this type of tests and to generate confidence in their handling of the exercises, which in turn reduced their level of anxiety about taking the tests. One hundred and twenty students participated in this tutoring process.

During the month of November, the students received orientation about the different schools and campuses of the University of Puerto Rico and about regional colleges in the Island. This orientation covered the areas of admission requirements, curriculum, financial aid, scholarships, and general services. The counselors also helped the students to process their admission applications to the different institutions and for the Basic Educational Opportunity Grant applications.

As part of the orientation services, we offered students a cycle of conferences about different career fields and professions so that they would have a more complete picture to aid them in their career selection.

This cycle of information included the following occupations: In the medical field, Nursing, Medical Records, X-Ray and other technologies, and, in the business field, Accounting, Secretarial, Banking Careers, Sales, and Public Relations.

Finally, we must point out that this was the program which benefited most from the Demonstration Program results. The counselors received training in the use of audio-visual equipment, such as videotape, for their use in the counseling process. They also received training in the preparation of materials using this educational technology. Even though we are not using this knowledge to full capacity, it will, without a doubt, be of great help in the near future.

Final Comments

To conclude our report, a few final observations of a general nature are necessary.

Aspera has developed during the last program-year way beyond our perspectives. The demand for services has increased in such proportions that for the first time in our history we see ourselves in the need to establish certain waiting lists and to turn away some students due to lack of room or capacity on our part to serve as many students as are applying.

This, without a doubt, represents a big challenge as well as a big danger, since we run the risk of directionless growth.

The indications to the present are that we have the capacity to serve one out of three students who request our services. In the future, the proportion could be one out of five or more. Therefore, we will have the objective necessity of increasing our personnel and facilities. This, of course, increases our expenses and needs.

In conclusion, we must proceed firmly but prudently in order to be able to fulfill our commitment of services to the youth of Puerto Rico.

Among those elements to emphasize and improve in the future are our evaluation methods. It is also becoming equally necessary to develop a research unit to provide us

with required scientific data which shall enable us to make accurate decisions at appropriate times.

In terms of growth, a working unit for graduate students is still needed. We must take into consideration that with the increase in enrolment at the under graduate level, as a consequence in part of the BEOG program, the demand for graduate students services will increase also. On the other hand, insofar as such longitudinal services to students of scarce economic resources do not exist in Puerto Rico, this is a logical need.

In our previous report, we pointed out that Aspira was on its way to becoming the largest non-profit educational institution in Puerto Rico. At this point, it is our belief that Aspira is the youth organization which has the greatest impact in our community.



Student making a key sculpture of a machine.

Aspira of America, Inc. and Affiliates
 Combined Balance Sheet
 June 30, 1977

| | Current funds | | Fixed asset fund | Total all funds |
|---|---------------|-------------|------------------|-----------------|
| | Unrestricted | Restricted | | |
| Assets | | | | |
| Cash | \$ 93,532 | \$ 263,590 | \$ 13,326 | \$ 370,448 |
| Grants receivable | 16,400 | 725,956 | | 742,356 |
| Pledges receivable | | 4,625 | | 4,625 |
| Recoverable taxes | 13,015 | 15,443 | | 28,458 |
| Loans to students, less allowance for uncollectible loans of \$60,400 | | 20,135 | | 20,135 |
| Due from officer | 992 | | | 992 |
| Other receivables | | 3,000 | | 3,000 |
| Land and buildings | | | 131,009 | 131,009 |
| Leased property under capital lease (Note 3) | | | 14,120 | 14,120 |
| Furniture, equipment and leasehold improvements | | 73,966 | 94,113 | 168,079 |
| | | 73,966 | 239,242 | 313,208 |
| Less accumulated depreciation | | 9,038 | 68,468 | 77,506 |
| | | 64,928 | 170,774 | 235,702 |
| Other assets | 11,282 | 16,899 | | 28,181 |
| Interfund receivable (payable) | 34,350 | (38,435) | 4,085 | |
| | \$169,571 | \$1,076,141 | \$188,185 | \$1,433,897 |
| Liabilities and Fund Balances | | | | |
| Liabilities | | | | |
| Cash overdraft | \$ 45,354 | \$ 29,515 | | \$ 74,869 |
| Obligations under capital lease (Note 3) | | | \$ 11,160 | 11,160 |
| Mortgage payable (Note 4) | | | 9,127 | 9,127 |
| Grants refundable | | 5,596 | | 5,596 |
| Accounts payable and accrued expenses | 163,682 | 165,104 | 5,119 | 333,905 |
| Advances from government agencies | | 60,343 | | 60,343 |
| Grants designated for future periods (Note 5) | | 407,592 | | 407,592 |
| Other liabilities | | | 2,071 | 2,071 |
| Commitments and contingent liabilities (Note 6) | | | | |
| | 209,036 | 668,150 | 27,477 | 904,663 |
| Fund balances (deficit) | (39,465) | 407,991 | 160,708 | 529,234 |
| | \$169,571 | \$1,076,141 | \$188,185 | \$1,433,897 |

See notes to combined financial statements

Aspira of America, Inc. and Affiliates
 Combined Statement of Support, Revenue and Expenses and
 Changes in Fund Balances for the year ended June 30, 1977

| | Current funds | | Fixed asset fund | Total all funds |
|---|---------------|-------------|---------------------|--------------------|
| | Unrestricted | Restricted | | |
| Public support, grants and revenues: | | | | |
| Government grants | \$109,281 | \$2,226,057 | | \$2,335,338 |
| Corporations and foundations | 281,678 | 331,590 | | 613,268 |
| Community, including United Way | 33,158 | | | 33,158 |
| Donated services | 29,069 | | | 29,069 |
| Interest and other | 59,511 | 348 | \$ 16,720 | 76,579 |
| Total public support, grants and revenue | 512,697 | 2,557,995 | 16,720 | 3,087,412 |
| Expenses: | | | | |
| Program services | | | | |
| Student aid, counseling and placement | 40,313 | 1,474,763 | 1,822 | 1,516,898 |
| Community services | 14,463 | 1,240,864 | 441 | 1,255,768 |
| Total program services | 54,776 | 2,715,627 | 2,263 | 2,772,666 |
| Supporting services | | | | |
| Management and general | 480,031 | 7,500 | 31,722 | 519,253 |
| Fund raising | 83,754 | | 2,292 | 86,046 |
| Total supporting services | 563,785 | 7,500 | 34,014 | 605,299 |
| Total expenses | 618,561 | 2,723,127 | 36,277 | 3,377,965 |
| Expenses in excess of public support, grants and revenue | (105,864) | (165,132) | (19,557) | \$(290,553) |
| Other changes in fund balances: | | | | |
| Interfund transfer | (20,215) | 10,255 | 9,960 | |
| Equipment acquisitions from unrestricted funds | (6,216) | | 6,216 | |
| | (132,295) | (154,877) | (3,381) | |
| Fund balances, beginning, as previously reported | 142,342 | 432,340 | 157,398 | |
| Prior period adjustments: | | | | |
| Grant income (Note 7) | | 177,978 | | |
| Other (Note 8) | (49,512) | (47,450) | 6,691 | |
| | (49,512) | 130,528 | 6,691 | |
| Fund balances, beginning, as restated | 92,830 | 562,868 | 164,089 | |
| Fund balances, ending | \$ (39,465) | \$ 407,991 | \$160,706 | |

See notes to combined financial statements

Aspra of America, Inc. and Affiliates
 Combined Statement of Functional Expenses
 for the year ended June 30, 1977

| | Program Services | | | Supporting Services | | | Total | Total expenses |
|--|---------------------------------------|--------------------|-------------|------------------------|--------------|-----------|-------------|----------------|
| | Student aid, counseling and placement | Community services | Total | Management and general | Fund raising | Total | | |
| Salaries | \$ 898,473 | \$ 859,943 | \$1,758,416 | \$246,096 | \$34,304 | \$280,400 | \$2,038,816 | |
| Payroll taxes and fringe benefits | 107,806 | 81,511 | 189,317 | 29,647 | 4,234 | 33,881 | 223,198 | |
| Total salaries and related costs | 1,006,279 | 941,454 | 1,947,733 | 275,743 | 38,538 | 314,281 | 2,262,014 | |
| Board activities and meetings | | | | 15,631 | | 15,631 | 15,631 | |
| Educational and program materials | 9,179 | 17,066 | 26,245 | 1,343 | | 1,343 | 27,588 | |
| Interest | | | | 3,099 | | 3,099 | 3,099 | |
| Litigation settlement | | | | 14,000 | | 14,000 | 14,000 | |
| Occupancy, utilities and maintenance | 62,546 | 96,933 | 159,479 | 49,795 | 885 | 50,680 | 210,169 | |
| Other office operating expenses | 4,529 | 1,578 | 6,107 | 8,283 | | 8,283 | 14,390 | |
| Printing and publications | 10,874 | 11,262 | 22,136 | 669 | 10,579 | 11,248 | 33,384 | |
| Professional fees and contract services | 71,162 | 45,192 | 116,354 | 49,506 | 13,000 | 62,506 | 178,860 | |
| Program activities, seminars and workshops | 33,416 | 31,371 | 64,787 | 7,464 | | 7,464 | 72,251 | |
| Provision for bad debts | 60,400 | | 60,400 | | | | 60,400 | |
| Student scholarships, stipends and fellowships | 98,694 | | 98,694 | | | | 98,694 | |
| Supplies and equipment rentals | 54,213 | 55,244 | 109,457 | 29,156 | 5,281 | 34,437 | 143,894 | |
| Telephone and postage | 42,820 | 31,683 | 74,503 | 20,293 | 7,075 | 27,368 | 101,871 | |
| Travel and meetings | 46,101 | 18,870 | 64,971 | 13,609 | 4,755 | 18,364 | 83,335 | |
| Miscellaneous | 12,811 | 846 | 13,657 | 20,319 | 3,641 | 23,960 | 37,617 | |
| Total expenses before depreciation | 1,513,024 | 1,251,499 | 2,764,523 | 508,910 | 83,754 | 592,664 | 3,357,187 | |
| Depreciation | 3,874 | 4,269 | 8,143 | 10,343 | 2,292 | 12,635 | 20,778 | |
| | \$1,516,898 | \$1,255,768 | \$2,772,666 | \$519,253 | \$86,046 | \$605,299 | \$3,377,965 | |

See notes to combined financial statements

1. Summary of significant accounting policies:

The combined financial statements include the accounts of Aspira of America, Inc. and Affiliates: Aspira of New York, Inc.; Aspira, Inc. of New Jersey; Aspira, Inc. of Pennsylvania; Aspira, Inc. of Illinois; and Aspira, Inc. of Puerto Rico. Aspira of America, Inc. is a national organization which coordinates and maintains a unified Aspira program for all Aspira affiliates. Major functions of the national office are to develop programs, raise funds, train personnel and provide financial and administrative support. Interaffiliate transactions have been eliminated.

Contributions and grants

Contributions and grants are recorded upon notification from the donor except for programs funded on a cost reimbursement basis. Funds designated for use in future periods are recorded as deferred revenue under the caption "grants designated for future periods" and recognized as revenue in that period. Support on cost reimbursement programs is recognized to the extent of expenditures incurred. All contributions and grants are considered to be available for unrestricted use unless specifically restricted by the donor.

Depreciation

Depreciation is provided on a straight-line basis over the estimated useful lives of the assets.

Fixed assets

Fixed assets on which donor imposed restrictions or conditions exist are recorded in the donor restricted fund. At such time as the restrictions lapse or the specified conditions are met, such assets are transferred to the fixed asset fund.

Donated services

The recorded amount represents the salaries paid by a government agency to its employees who were assigned to work on Aspira projects.

2. Stewardship responsibility:

Aspira of America, Inc. and its affiliates are exempt from paying corporate federal income tax under Section 501(c)(3) of the Internal Revenue Code.

The Boards of Directors and management employees of Aspira of America, Inc. and its affiliates acknowledge that, to the best of their ability, all assets received have been used for the purpose for which they were contributed, or have been accumulated to allow management to conduct the operations of the organization as effectively and efficiently as possible.

3. Leased equipment under capital lease:

The following is a schedule by years of future minimum lease payments under a capital lease together with the present value of the net minimum lease payments as of June 30, 1977.

Year ending June 30:

| | |
|------|------------------|
| 1978 | \$ 2,982 |
| 1979 | 2,753 |
| 1980 | 2,753 |
| 1981 | 2,753 |
| 1982 | 2,753 |
| 1983 | 1,147 |
| | <u>\$ 15,141</u> |

| | |
|-----------------------------------|-------|
| Less amount representing interest | 3,981 |
|-----------------------------------|-------|

| | |
|---|------------------|
| Present value of net minimum lease payments | <u>\$ 11,160</u> |
|---|------------------|

4. Mortgage payable:

The mortgage is payable in quarterly installments of \$600 including interest at 9 3/4%.

5. Grants designated for future periods:

The following is a summary of restricted grants designated for future periods:

| Period | Grant amount | Amount in current year | Amount designated for future periods |
|----------------|--------------|------------------------|--------------------------------------|
| June 1, 1977 | | | |
| May 31, 1979 | \$309,986 | \$154,993 | \$154,993 |
| July 1, 1977 | | | |
| Sept. 30, 1978 | 3,500 | | 3,500 |
| Nov. 1, 1977 | | | |
| Oct. 31, 1978 | \$249,099 | | 249,099 |
| | \$562,585 | \$154,993 | \$407,592 |

6. Commitments and contingent liabilities:

The following is a schedule by years of future minimum rental payments required under operating leases that have remaining noncancelable lease terms in excess of one year as of June 30, 1977

| Year ending June 30, | |
|---------------------------------|----------|
| 1978 | \$26,000 |
| 1979 | 17,000 |
| 1980 | 15,000 |
| 1981 | 4,000 |
| Total minimum payments required | \$62,000 |

Aspira of New York, Inc. is a codefendant in a lawsuit which alleges amounts due of approximately \$57,000 pursuant to certain lease arrangements. Aspira of New York, Inc. has denied all the material allegations contained therein. The suit is in the preliminary stages and any possible liability arising therefrom is not presently determinable.

Aspira of New York, Inc. is presently disputing amounts of approximately \$12,000 claimed by a grantor to be support in excess of expenditures from inception of the program through June 30, 1977. Since the disposition of this matter cannot be determined at this date, the amount has not been reflected on the combined financial statements.

Fixed assets on which donor-imposed restrictions or conditions exist are recorded in the donor restricted fund. The various funding sources may retain a reversionary interest in the property and equipment purchased with their funds, as well as the right to determine the use of any proceeds from the sale of such assets.

Subsequent to June 30, 1977 certain affiliates of Aspira of America, Inc. entered into new lease agreements containing the following fixed minimum rental commitments:

| Year ending June 30, | |
|---------------------------------|-----------|
| 1978 | \$ 20,000 |
| 1979 | 26,000 |
| 1980 | 26,000 |
| 1981 | 19,000 |
| 1982 | 18,000 |
| 1983 | 1,000 |
| Total minimum payments required | \$110,000 |

7. Accounting restatement for grant income:

In prior periods, Aspira of America, Inc. and its affiliates recognized grant revenue as cash was received with any remaining balance being deferred. According to "standards of accounting and financial reporting for voluntary health and welfare organizations," revised 1974, grants are to be recorded upon notification of the

award and the amount to be deferred is that portion which is designated for use in future periods. Accordingly, the method of accounting has been revised and the opening fund balances have been restated for the effect of the change amounting to an increase of \$177,978 in the restricted funds.

8. Prior period adjustments:

The fund balances as previously reported have been adjusted to reflect the following:

- A) A retroactive settlement for reimbursement by the Internal Revenue Service of taxes paid under the Federal Insurance Contribution Act for the three calendar years ended December 31, 1975. The claim for reimbursement was based on the tax-exempt status of Aspira, Inc. of Puerto Rico, which, pursuant to the Internal Revenue Code, was not liable for taxes under the Federal Insurance Contribution Act.
- B) A restatement from amounts previously reported to reflect retroactive charges for salaries and vacation pay not accrued.
- C) A disallowance of a claim filed by Aspira, Inc. of Illinois for reimbursement of taxes paid to the Internal Revenue Service under the Federal Insurance Contribution Act.
- D) Reallocation of interfund balances attributable to fixed asset fund transfers.

The net effect of these adjustments on the respective fund balances is as follows:

| | Fund balances | | |
|---|--------------------|--------------------|-----------------|
| | Unrestricted | Restricted | Fixed asset |
| Adjustment due to settlement of taxes unduly paid | \$ 13,015 | \$ 15,443 | |
| Adjustment due to salary and vacation pay not accrued | (31,017) | (61,063) | |
| Elimination of recoverable social security taxes | (24,819) | 1,830 | |
| Adjustment for transfers to the fixed asset fund | (6,691) | | \$ 6,691 |
| Net effect, increase (decrease) in fund balance | <u>\$ (49,512)</u> | <u>\$ (47,450)</u> | <u>\$ 6,691</u> |

9. Restricted cost reimbursement grants:

The following is a summary of restricted cost reimbursement grants

| Period | Grant amount |
|---|------------------|
| March 1, 1977 - February 28, 1978 | \$321,625 |
| October 1, 1976 - October 31, 1977 | 85,599 |
| October 1 1976 - June 30, 1977 | <u>249,561</u> |
| | 656,785 |
| Less amounts recognized in current year | 292,600 |
| Balance | <u>\$364,185</u> |

The balance of \$364,185 has not been reflected on the combined financial statements because future support by the funding source is contingent on approval of appropriateness of expenditures. In addition, amounts received in excess of expenditures have been reflected under the caption "Advances from government agencies."

10. Miscellaneous income:

Included in miscellaneous income in the current unrestricted funds is approximately \$28,000 representing reversal of prior year's overaccruals and a write-off of old outstanding checks

11. Pension plan:

Aspira of America, Inc. and its affiliate, Aspira of New York, Inc., have a contributory pension plan available to all employees electing to participate and meeting length of service requirements. Contributions are made to the plan based upon a percentage of the participating employees' gross salary. Pension expense for fiscal 1977 is approximately \$14,000.

12. Subsequent event:

On August 17, 1977 Aspira of New York, Inc. obtained a 90-day \$90,000 unsecured loan discounted at 8 1/2% interest.

13. Fiduciary responsibility:

During the year ended June 30, 1977 Aspira of America, Inc. acted as fiscal agent for grants totaling \$230,975 awarded to the Puerto Rican Migration Research Consortium. In this capacity, Aspira's responsibilities included paying certain expenses on behalf of the Consortium for which it was reimbursed by them. Such revenues and expenditures are not shown in Aspira's financial statements.

Accountants' Report

To the Board of Directors Aspira of America, Inc.

We have examined the combined balance sheet of Aspira of America, Inc. and Affiliates (Note 1) as of June 30, 1977, and the related combined statements of support, revenue, and expenses and changes in fund balances and functional expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As discussed in Note 6 to the financial statements Aspira of New York, Inc. is a codefendant in a lawsuit for alleged amounts due pursuant to certain lease arrangements. The litigation is in the discovery stages and the ultimate outcome of the lawsuit cannot presently be determined. Accordingly, no provision for any liability that may result has been made in the financial statements.

In our opinion, subject to the effects, if any, on the combined financial statements of the ultimate resolution of the matter discussed in the preceding paragraph, the combined financial statements referred to above present fairly the financial position of Aspira of America, Inc. and Affiliates at June 30, 1977. The combined results of their operations and changes in fund balances for the year then ended are shown also in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year, after giving retroactive effect to the change, with which we concur, in the revision of accounting for grant income as described in Note 7 to the combined financial statements.

LaVerthol & Hornath

New York, N.Y.
October 24, 1977

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